

CALIFORNIA SCHOOLS

Official Publication issued monthly by the
STATE DEPARTMENT OF EDUCATION

Entered as second-class matter May 8, 1930, at the Post Office at Sacramento,
California, under the Act of August 24, 1912.

VOLUME III

OCTOBER, 1932

NUMBER 10

CONTENTS

Directory of the State Department of Education
(Page 306)

An Appraisal of the Carnegie Foundation Survey
of State Higher Education in California
(Page 307)

Cost of Registration of School District Warrants
(Page 321)

American Education Week
(Page 328)

Departmental Communications
(Page 331)

Interpretations of School Law
(Page 333)

Announcements
(Page 336)

For Your Information
(Page 337)

Professional Literature
(Page 341)



CALIFORNIA STATE PRINTING OFFICE
HARRY HAMMOND, STATE PRINTER
SACRAMENTO, 1932

DIRECTORY OF THE **CALIFORNIA STATE DEPARTMENT OF EDUCATION** **STATE BOARD OF EDUCATION**

C. L. McLane, Route 1, Box 340, Fresno.....	(Term expires 1934)
Allen T. Archer, 215 West Sixth street, Los Angeles.....	(1935)
E. P. Clarke, Riverside.....	(1936)
Dr. Lewis P. Crutcher, Long Beach.....	(1936)
Miss Alice H. Dougherty, 4508 Pleasant Valley court, Oakland.....	(1936)
R. E. Golway, Sacramento.....	(1935)
Gordon Gray, Bank of America Building, San Diego.....	(1934)
Wm. H. Hanlon, Martinez.....	(1935)
Daniel C. Murphy, 90 Justin drive, San Francisco.....	(1934)
Vierling Kersey, Secretary and Executive Officer	
Mrs. Florence B. Argall, Assistant Secretary	

STAFF

(Unless otherwise indicated all staff members may be reached at Sacramento)

Vierling Kersey, Superintendent of Public Instruction, Director of Education
Pauline Winner (Mrs.), Administrative Assistant
Alfred E. Lentz, Administrative Adviser
Marion H. Ketcham, Assistant Secretary and Principal Clerk, Public School Teachers' Retirement Salary Fund Board
Henry M. Lynn, Departmental Accountant
Sam H. Cohn, Deputy Superintendent of Public Instruction
Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief of Division of Research and Statistics
C. F. Muncy, Assistant Chief
Irene Taylor Heineman (Mrs.), Assistant Superintendent of Public Instruction, 311 California State Building, Los Angeles
Ivan R. Waterman, Chief of Division of Textbooks and Publications
W. S. Dyas, Chief of Bureau of State Printed Textbooks
Evelyn A. Clement (Mrs.), Chief of Division of Teacher Training and Certification
J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education and Chief of Bureau of Trade and Industrial Education
Julian A. McPhee, Chief of Bureau of Agricultural Education
Ira W. Kibby, Chief of Bureau of Business Education
Maude I. Murchie, Chief of Bureau of Home-Making Education
H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
J. M. Dodd, District Supervisor of Vocational Rehabilitation, 303 State Building, San Francisco
W. E. Smith, District Supervisor of Vocational Rehabilitation, 107 California State Building, Los Angeles
L. B. Travers, Chief of Division of Adult and Continuation Education, 311 California State Building, Los Angeles
Herbert R. Stolz, M.D., Chief of Bureau of Parent Education, 2739 Bancroft way, Berkeley
J. F. Dale, Bureau of Parent Education
Gertrude Laws, Bureau of Parent Education, 311 California State Building, Los Angeles
Magdalene Wanzer (Mrs.), Chief of Bureau of Immigrant Education
Helen Heffernan, Chief of Division of Elementary Education and Rural Schools
Gladys L. Potter (Mrs.), Assistant Chief
N. P. Neilson, Chief of Division of Health and Physical Education
Winifred Van Hagen, Chief of Bureau of Physical Education for Girls
Mabel R. Gillis, State Librarian, Chief of Division of Libraries
Eleanor Hitt, Assistant Librarian
Andrew P. Hill, Jr., Chief of Division of Schoolhouse Planning
Charles W. Bursch, Assistant Chief
J. A. Burkman, Research Expert and Adviser for Teachers Colleges
Nicholas Ricciardi, Chief of Division of Secondary Education
———, Chief of Division of Special Education
R. S. French, Chief of Bureau for the Education of the Blind, Principal California School for the Blind, Berkeley
Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf, Principal California School for the Deaf, Berkeley
Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene
Mabel F. Gifford (Mrs.), Chief of Bureau of Correction of Speech Defects, Suite 305 Stanford Court, California and Powell streets, San Francisco

An Appraisal of the Carnegie Foundation Survey of State Higher Education in California

By VIERLING KERSEY, *Superintendent of Public Instruction*

INTRODUCTION

The 1931 legislature passed an act authorizing the Governor to select and engage the services of a research foundation to

Authori-
zation for
the
survey.

make a survey of the present system, plan of organization, and conduct of public education of higher than high school grade in the State of California, make recommendations as to suitable future policy and plan of operation with relation thereto, and present to him a written report of its survey with its recommendations on or before the first day of July, 1932.

The Carnegie Foundation for the Advancement of Teaching was selected to make the survey. Dr. Henry Suzzallo, President of the foundation, appointed a committee of seven educators¹ to study the data gathered by the foundation and to make the report and recommendation called for in the legislative act. The procedures employed by the foundation in making the survey consisted of:

Carnegie
Founda-
tion for
the Ad-
vance-
ment
of Teach-
ing se-
lected to
make
survey.

1. The collection and tabulation of data by the research department of the foundation.

Proce-
dures
involved
in survey.

2. The holding of a series of public hearings to which were invited representative educators and laymen interested in expressing their views to the commission and to the foundation representatives.

3. The visitation by members of the commission and representatives of the foundation to junior colleges, teachers colleges, state special schools, private colleges and universities, and the University of California.

¹The commission consisted of Samuel P. Capen, Chancellor, University of Buffalo, chairman; Lotus D. Coffman, President, University of Minnesota; Charles H. Judd, Dean, School of Education, University of Chicago; Orval R. Latham, President, Iowa State Teachers College; Albert B. Meredith, Professor of Education and Head of Department of Administration, School of Education, New York University; James E. Russell, Dean Emeritus, Teachers College, Columbia University; and George F. Zook, President, University of Akron.

4. The drafting and submission of the report and the recommendations by the commission.

Wide-spread significance of survey report demands appraisal of recommendations by the State Department of Education.

The report of the commission, submitted to the Governor on June 24, 1932, has but recently been made available in printed form. The State Department of Education, recognizing the widespread interest in the recommendations of the commission, takes this opportunity to present in brief form its analysis of the major recommendations made by the commission together with its comments thereon. In its consideration of the several recommendations of the commission, the State Department of Education has endeavored to keep in mind the fundamentally democratic character of public education, the prevailing popular attitudes, and current conditions in California.

REPORT VIEWED IN ITS ENTIRETY

Report presents acceptable statements of functions of education; certain recommendations appear inconsistent with basic principles enunciated.

Viewed in its entirety, the report of the commission presents (a) a statement of functions of public education on the several levels, which is quite acceptable and appears to be in conformity with the basic, though unexpressed, philosophy of education which prevails in California, and (b) a series of specific recommendations some of which appear to be inconsistent with the statement of purposes previously enunciated.

In several cases major recommendations seem upon careful study to be contrary to the democratic principles which have characterized public education in California. These principles should guarantee continuance of control of education by the people and should further guarantee to the individual the right of self-determination in the choice of a vocation and in the direction of his own life career.

Basic data underlying recommendations not included in commission's report.

The report of the commission is not accompanied by a full presentation of the factual data basic to the recommendations made. This is to be regretted, since their inclusion would have provided a basis for a better understanding of the reasons underlying the recommendations.

Important phases of public education covered by commission's recommendations.

The recommendations of the commission are concerned with the following important phases of public education in California:

1. Coordination and control of the public school system
2. Specific problems of administration on the several levels of education
3. Public school finance

COORDINATION AND CONTROL OF EDUCATION

The most significant recommendations made by the commission are those which suggest a revision of the existing organization for coordination and control of public education. These recommendations involve:

Recommendations involving coordination and control of education.

1. The establishment of a State Council for Educational Planning and Coordination.

2. Transfer of the control of the state teachers colleges from the State Board of Education to the State Board of Regents of the University of California.

3. Reorganization of the State Department of Education.

State Council for Educational Planning and Coordination

The commission recommends the retention of the State Board of Education and the Board of Regents of the University of California. In addition, the commission recommends the establishment of a third board to be known as the State Council for Educational Planning and Coordination. The functions of this council would be primarily those of investigation and recommendation relative to the problems of coordination and control of education.

Recommendation for establishment of State Council for Educational Planning and Coordination with powers of investigation and recommendation.

This council would consist of the State Director of Finance, the Commissioner of Education (to replace the present Superintendent of Public Instruction), the president or chief administrative officer of the University of California, two members of the State Board of Education, two members of the Board of Regents of the University of California, and four additional members, not more than two of whom shall be engaged in public education, to be selected by the other members of the council.

Membership of council.

This recommendation is without doubt one of the most significant in the entire report and its adoption, if effected, would prove of far reaching consequence to the entire system of public education in California.

Recommendation based on assumptions: (1) coordination impossible under dual control, (2) genuine unified control impossible of attainment.

This recommendation is evidently based upon the assumption that the present dual control by the State Board of Education and Board of Regents prevents the development of adequate coordination between secondary and higher education, and on the further assumption, implied but not expressed,

that a genuine unified control of all levels of public education under a single board can not be secured.

Further specific responsibilities assigned to council.

Although it is recommended that this council should be vested primarily with powers of investigation and recommendation, the commission would impose further upon the council a number of specific responsibilities. Among the more important of these are:

1. "Establishing a policy and plan for the training of all educationists."

2. Determining the specifications of the minimum programs of junior colleges, including the lower division of teachers colleges and the University of California.

Adoption of the commission's recommendation would prevent any action on any of the following questions until the council should make recommendation thereon:

3. The number of persons to be trained in the several professions.

4. The allocation of specialized curricula to the several state teachers colleges.

5. The determination of whether a third senior college should be established, and, if so, its location.

6. "All matters involving educational finance."

Council might easily come to dictate policy rather than to advise.

The ease with which this council might gradually come to dictate to the State Board of Education and to the Board of Regents rather than to advise them is indicated by the above specific activities assigned as responsibilities of the council.

Unified control of education desirable; creation of third board not in interests of unity.

It is entirely in accord with good principles of educational organization and control to vest powers for the management and control of the entire system of public education in a single board. To divide control between two boards tends to bring about lack of coordination and articulation. It is difficult to understand how the creation of a third board assigned responsibilities which are inherently those of the existing State Board of Education and Board of Regents would operate to create unity.

Membership of council would tend to subordinate educational interests to financial considerations.

A further objection to this council is inherent in the personnel of its membership. The balance of power would be exercised by the chief fiscal officer of the state, the Director of Finance. This would tend to subordinate the social and educational needs of the state to fiscal considerations.

It is contrary to good theory and practice in educational administration to give responsibility for decisions having to do with state policy and procedure in education to a board composed of ex-officio members. It is not unlikely that bias and partisanship might enter into the council's consideration of educational matters, and that its decisions would, in large measure, be influenced by one whose interests are those of finance rather than of educational welfare.

Ex officio board contrary to good policy.

Furthermore, the responsibilities of the three separate boards are not adequately defined by the commission. This lack of definition of function would inevitably widen the gulf between the "common schools" and the university system and lead to confusion and conflict.

Lack of definition of function would lead to confusion.

Control of Teachers Colleges

The major change recommended by the commission concerning the establishment of a unified system of higher education lies in the transfer of the control of the teachers colleges from the State Board of Education to the Board of Regents.

Control of teachers colleges would be transferred to Board of Regents.

The chief objection to this proposal lies in the fact that it would remove the control of the preparation of teachers for service in the common school system from the board responsible for the control of these schools. This would make it extremely difficult to develop a coordinated plan of teacher training continuously modified and improved in the light of current developments in educational theory and practice as these evolve in the conduct of the common schools.

Separation of control of teachers colleges from control of common schools not advantageous; dangers more than offset advantages of coordination.

This deleterious effect on education on the common school level would more than offset any possible advantages to be gained through coordination on the higher level.

State Department of Education

The commission recommends the following major changes with regard to the State Department of Education:

Recommendations concerning changes in State Department of Education.

1. That the State Board of Education for common schools "should be a board, none of whom is at present charged with any official responsibility for education within the state or its institutions or school districts."

2. That the State Board of Education for common schools consist of one member ex officio (the president or chief executive of the University of California) and ten other persons

appointed by the Governor with the consent of two-thirds of the senate, for terms of ten years each, two to be appointed each biennium.

3. That the chief officer in the State Department of Education should be an appointive Commissioner of Education, supplanting the present State Superintendent of Public Instruction. He should be appointed by the State Board of Education, serving continuously at its pleasure.

4. That the State Board of Education should have control of the "common schools" defined as embracing all levels of public education from the kindergarten through the junior college, but not including the lower division (junior college) of the University of California or teachers colleges.

In general, these recommendations would create a unified control within the State Department of Education, eliminating the dual control which now exists with its attendant possibilities for conflict.

However, the second of these recommendations is not in conformity with the fundamental principle laid down by the commission in the first recommendation, namely, that of complete lay membership on the State Board of Education.

The fourth of these recommendations involves dual control of the upper level of secondary education inasmuch as it places the control of the lower divisions of the university and teachers colleges with added junior college functions under the Board of Regents, while all other junior colleges are left under the control of the State Board of Education.

The second of these recommendations favoring an appointive State Board of Education is highly controversial. Realizing this, the commission has suggested the alternative of an elected State Board of Education, but is quite emphatic in pointing out the desirability of an appointive Commissioner of Education who should serve as the chief executive officer of the board.

Tradition in California has proved strongly in favor of direct choice of some of the officers charged with the management of the state public school system. The election of a legislative board is to be highly preferred to the election of an administrative officer.

For these reasons, the position is here taken in favor of direct election of the State Board of Education by the people of California, and in favor of the appointment by the board of a Commissioner of Education.

Recommendations would effect unity within State Department of Education.

Ex officio membership undesirable.

Recommendations involve dual control of junior colleges.

Elective State Board of Education to be preferred; Commissioner of Education should be appointed by board.

SPECIFIC ADMINISTRATIVE PROBLEMS

Among the numerous recommendations made relative to the solution of current administrative problems considered by the commission there are several which would have a major effect upon prevailing practices and which would be of far-reaching social consequence.

Recommendations affecting The Common School System

The commission has recommended that the junior college should be considered as the end of common school education and has presented a statement of the functions which the junior college should perform. During the course of its recommendation on junior colleges, however, there is embodied a proposal that the period of common schooling, grades one to fourteen, should be shortened by two years, and a suggestion that the ultimate development of a 6-3-3 plan of organization embrace these levels of education. The reasons advanced for this proposal are (1) the large financial saving which could be accomplished through such an organization, (2) that such a plan would enable a larger number of persons to complete their schooling for social citizenship, and (3) that the saving of two years of school time would permit the restoration of a two-year apprenticeship in industry, commerce, and the professions.

Functions of junior college defined.

Recommendation for shortening period of common schooling contrary to acceptable theory and practice in education.

There is much to be said in favor of eliminating from the content of elementary and secondary school curricula that which has proved archaic and of little or no present value. On the other hand, there is ample reason to believe that there should be a corresponding expansion within these levels of education to introduce many of the enriching and broadening phases of social development which now find no room in the already overcrowded curricula. The argument that the elimination of two years from the present period of common schooling would materially reduce the cost of education does not appear to be entirely relevant.

One of the chief objectives of American public education is the retention of all children in school throughout the period of adolescence. To attempt to shorten the period of education solely for the purpose of reducing costs with the result that the majority of children would be turned out of school before the completion of the adolescent period would constitute a very short-sighted policy. The loss to society as a result of discontinuing the directed supervision of the learning

activities of youth during the most crucial period of individual growth and development would be so great as to completely overshadowed the savings made possible through the curtailment recommended.

Recommendations affecting the University System

The recommendations made relative to the "university system" include:

1. That the "university system" embrace all education beyond the level of the junior college under the direction of the Board of Regents of the University of California which should also have jurisdiction over the junior college or lower division in the state teachers colleges and in the state university.

2. That no additional senior college facilities be made available until the present facilities of the University of California at Berkeley and Los Angeles have been utilized to the saturation point.

3. That the Board of Regents, with the recommendation of the State Council for Educational Planning and Coordination, shall determine on the basis of limitations of supply and demand the number of students to be permitted to enter training for any profession.

The recommendation concerning the control of the state teachers colleges by the Board of Regents of the University of California has already been discussed, as has been the recommendation favoring the establishment of a State Council for Educational Planning and Coordination.

In support of the recommendation against extension of senior college facilities to regions not now served by the state university, numerous statements are made which would tend to belittle the character of the educational offerings which could be made available in such additional institutions. These statements seem unconvincing in view of the known high quality and low cost of instruction offered in smaller institutions throughout the United States and in the four-year teacher colleges in California.

Consideration must be given to the need for additional senior college facilities at locations accessible to the student population. Available data show convincingly the regional character of undergraduate enrollments at the state university

Local needs important in determining location of senior college facilities.

and state teachers colleges. Inadequate offerings at any present university or collegiate institution would deprive large numbers of students of educational opportunities on higher levels.

Statistics quoted by the commission show that the present four-year courses offered at the state teachers colleges, which are criticized by the commission as "too liberal" are provided at extremely low cost. Local needs must be considered as one of the chief factors in determining where facilities on the senior college level should be made available.

Several recommendations are made to the effect that the Board of Regents of the University of California should have the power, after study and recommendation by the State Council for Educational Planning and Coordination, to determine and limit the number of students who may enter training for any specific profession including that of teaching, and that the numbers to be given such training shall be decided on the basis of the current demand in the several professions.

These recommendations were apparently inspired by the present oversupply of trained individuals in professional fields. The proposal, however, is impracticable since it could not apply to private institutions nor to public institutions outside of the state. The theory would conflict with our democratic principles of public education. The plan would serve to drive many worthy and ambitious students, at great expense, away from our state institutions.

The further recommendation for limitation of admission to the senior colleges of arts, letters, and science would do even greater violence to our conception of democracy. Such limitation would operate to arbitrarily restrict higher educational opportunities to a small minority of pupils and would limit the cultural progress of society itself.

Teacher Training

The commission recommends that the University of California at Berkeley should discontinue its activities in the field of training teachers for service in the elementary schools, and recommends against the training of teachers for secondary schools in the state teachers colleges.

Developments in the field of teacher training throughout the United States, as well as the accepted current theory in the field of education, are in the direction of the coordination of the total field of teacher training for all public schools

Recommendation for limiting enrollments in professional courses and in liberal arts courses in senior colleges contrary to principle of equal educational opportunity.

Teacher training institutions should train both elementary and secondary teachers.

rather than toward the division of this field. This prevents stratification and the growth of caste distinctions among teaching groups. It would, therefore, seem more appropriate to recommend that each institution which is authorized to perform the functions of teacher training should exercise this function in the preparation of teachers both for the elementary and the secondary schools. The acceptance of such a program would promote the integration of education on all its levels.

Certification of Teachers

In connection with the certification of teachers the commission makes three recommendations: first, the discontinuance of the life diploma; second, the abolition of the county teacher's certificate; third, the uniform licensing of all teachers or other educational officers by the State Department of Education.

County certification should be abolished; all licensing of teachers should be performed by state; further study necessary on problem of life diploma.

The elimination of the county teachers's certificate has been approved by practically all California educators. This recommendation should be effected as soon as possible both for the purpose of eliminating the present deplorable practice of issuing certificates by examination and without evidence of any professional training, and also for the purpose of discontinuing the unnecessary expense incident to all county certification.

The recommendation for the discontinuance of the life diploma and the substitution therefor of periodic renewals of state credentials, on the basis of successful experience and additional professional training, is one which should be given much study before any measure is made effective. Professional opinion on this matter is sharply divided.

Teacher Tenure and Retirement

Further study needed on problems of tenure and retirement.

In connection with problems of teacher tenure and retirement the commission recommends a study by the Council for Educational Planning and Coordination. The majority of California educators will agree that further study of these problems is desirable.

State Special Schools

Abolition of California Polytechnic School and California Nautical School recommended by commission.

The commission recommends the abolition of the California Polytechnic School at San Luis Obispo and the California Nautical School at Tiburon.

The recommendation for the abolition of the California Polytechnic School does not apply at the present time since

reorganization of the school was under way during the investigation by the commission and has since been completed. It is no longer operated as a general educational institution of high school and junior college grade but rather as a technical institute offering only vocational education in certain specific fields of agriculture and industry. The program of this institution is different from that of any other public school in the state.

Recommendation for abolition of California Polytechnic School not now applicable, since reorganization of school has been effected.

The statement contained in the report that the California Polytechnic School constitutes a ninth teachers college probably was based upon the fact that a few graduate students, trained as agricultural teachers, are placed in the agricultural department of the school for their cadet teaching. No teacher training courses of any character are offered in the school; the entire work of the school being on the trade and industrial levels which are below university grade.

The recommendation for the discontinuance of the California Nautical School apparently is based entirely on the commission's finding that the total costs for this institution have been excessive in consideration of the small number of students who have been registered.

At the time of the commission's study in California the Nautical School had been in operation from 1929 to 1931 but had enrolled students only during the year 1931. The total costs cited include not only the cost of operation for the one year during which students were enrolled but all accumulated costs involved in the purchase of equipment and for the operation of the school ship and the Nautical School site at Tiburon. Moreover, in this school the state bears the total expense of pupil maintenance including board and lodging. Thus, the expense of this institution, even if current maintenance costs alone are considered, must inevitably be higher than the costs of education in the public schools in which no provisions is made for these items. The California Nautical School is the only public institution on the Pacific Coast training personnel for the merchant marine service. It is entirely too soon after the establishment of the institution for any adequate evaluation to be made either of the efficiency of its service or the economy of its administration.

California Nautical School a new institution; further evaluation of program needed.

PROBLEMS OF EDUCATIONAL FINANCE

Three major recommendations were made by the commission regarding school finance. The first and most important

New plan for junior college finance recommended.

of these comprises a plan for financing junior college and lower division education. The plan recommended would require the state to pay \$100 for each student attending a district junior college, a departmental junior college, or the lower division of any teachers college or the state university; while \$50 per student would be charged to the county of residence of each student. An additional \$60 per pupil would be paid by the county of residence on account of rental charges. The remainder of the costs would be met by property taxes in local districts.

This plan purports to effect a more equitable distribution of junior college and lower division costs, "so as to make costs to the State, the local community, the parent or student equitable as between one institution and another, one locality and another."

Plan violates acceptable principles of school finance; would add to inequalities in county tax burdens; would impose further taxes on property.

It is obvious that the plan recommended could not possibly achieve these purposes. In the first place, the proposed plan ignores completely the variations among the several districts and counties in ability to support these costs by local taxation. As a result greatly varying tax burdens would be imposed upon the several counties and junior college districts.

The per pupil costs of maintaining junior colleges vary greatly as a result of differences in enrollments, in curricular offerings, in salary schedules, and in other factors. The plan recommended would impose upon some districts burdens many times as great as those imposed upon other districts. This is true both in terms of the actual number of dollars per pupil required, and in terms of the tax rate required to provide such amounts. Thus the plan recommended for financing junior colleges and lower divisions ignores the principles of equalization, by failing to take into account such factors as local variations in educational need and in ability to support education.

A second major criticism of this plan is that it would add to the present disproportionate burden of property taxes throughout the state by requiring an additional burden for the support of the lower division of the teachers colleges and of the state university. Progressive tendencies in public school support throughout the United States are in the direction of increasing the proportion of total public school costs to be contributed by the state, and diminishing the proportion of the total tax burden for the support of education imposed

upon property. In most of the states this tendency has already culminated in nearly complete state support of public education on the higher level. The adoption of the commission's plan for the support of education on the junior college level in teachers colleges and in the university would be a step backward in the development of public school finance in California. This plan, if adopted, would be a concession to the opponents of public education and of state support for public education. It is quite conceivable that this plan would lead to serious consequences for public education as a whole by laying the foundation for transferring from state sources of support to local sources of support more and more of the cost of public education.

The commission properly recommends that no fees should be charged to students attending the junior colleges or the lower division. The recommendation is made, however, that upper division fees be increased to a minimum of \$40 per semester with a minimum professional school fee of \$40 per semester. This recommendation is followed by the statement that "the principle of free public education has been universally recognized." It is difficult to reconcile the recommendation for increasing university fees with acceptance of the principle cited. Tuition charges are in direct violation of the democratic principle of equal educational opportunity for all.

The third major recommendation concerning finance is that "all matters involving educational finance be referred before action to the State Council for Educational Planning and Coordination."

The effect of full acceptance of this recommendation would preclude any action on matters of educational finance until this council should first have investigated and made recommendation thereon. It is difficult to conceive that this council would have the time, as well as the knowledge and ability, necessary to a solution of all of the state's problems of educational finance, in addition to all of the other problems assigned to it. It would seem unwise to postpone any attempt at the solution of the pressing problem of school finance pending investigation and recommendation by the council.

Recommendation for increased fees in upper division and professional schools violates principle of equality of educational opportunity.

Recommendation that "all matters involving educational finance be referred before action to the State Council for Educational Planning and Coordination" would obstruct progress in solution of pressing financial problems.

OTHER RECOMMENDATIONS

In this discussion no attempt has been made to present all of the recommendations made by the commission. Only

those recommendations have been discussed which have appeared to be of special significance and of general state-wide interest. The entire survey report should be studied carefully by all school administrators and others interested in the solution of the major problems of public education.

CONCLUSION

The foregoing appraisal of the survey report may be briefly summarized as follows:

A. The report contains an excellent statement of the functions of the public school system on its several levels.

B. Some of the specific recommendations made in the report are entirely acceptable; other recommendations appear to be contrary to acceptable theory and practice in education.

C. Consideration of the report as a whole leads to the conclusion that if the recommendations are accepted in toto, in accordance with the expressed desire of the commission, the prevailing democratic characteristics of public education in California will be threatened, if not seriously and definitely impaired.

The Cost of Registration of School District Warrants for the School Years 1930-31 and 1931-32

By WALTER E. MORGAN, *Assistant Superintendent of Public Instruction; and Chief, Division of Research and Statistics*

Section 31 of Article IV of the State Constitution requires the county or city and county treasurer to make such temporary transfers from the funds in his custody as may be necessary to provide funds for meeting the obligations incurred for maintenance purposes by any school district in his county, such temporary transfers not to exceed 85 per cent of the taxes accruing to the school district. The temporary transfers are required to be made during the period beginning July 1, and ending the last Monday in April of the fiscal year, and the amounts so transferred are required to be replaced from the taxes accruing to the school district before any other obligations of the district are met from such taxes.

This provision of the Constitution was enacted for the purpose of making available to temporarily depleted funds excess moneys available in other funds in order to avoid the necessity for the registration of warrants and the payment of interest thereon. It is clearly apparent that it is unwise and uneconomical for the state or any of its subdivisions to resort to borrowing in order to provide money to meet current expenses charged against one fund if it has ample moneys available in other funds with which to meet such expenses. This is a practice, however, which has been, and still is, common throughout most of the subdivisions of the state. Public moneys on deposit in the banks throughout the state draw interest the minimum rate of which is stipulated by Deering Act 2831a as not less than 2 per cent. The actual rate of interest paid is in the majority of cases the minimum rate required by law. Registered school district warrants held by banks in the absence of moneys in the funds against which such warrants are drawn bear interest at the rate of 6 per cent per annum as required by School Code section 4.322. Thus, whenever school district warrants are registered and moneys are available in other funds for temporary transfers there is a loss of 4 per cent per annum due to the discrepancy between the rate of interest paid by banks on public moneys deposited therein and the rate of interest required by law to be paid to the banks on registered warrants held by the banks.

The constitutional requirement for the temporary transfer of funds in order to prevent the necessity for the registration of warrants and the consequent payment of interest thereon was followed by legislative enactment in much the same wording as that of the Constitution and pursuant thereto. The legislation, however, has proven inoperative since county officials refused to obey its mandate, their refusal being supported by a decision of the Appellate Court¹ holding that such transfers could not be required unless the balances available in county funds were adequate to meet all possible demands which might be made by all of the school districts of the county. The Legislature of 1931 attempted to correct this situation by specifically providing, through an amendment to section 4.290 of the School Code, that the temporary transfers requested "shall be granted in order of receipt by the board of supervisors, regardless of whether sufficient county funds are available for transfer to meet pending or anticipated requests of school districts."

The phraseology of School Code section 4.290 seems entirely clear and would not appear to permit of any other construction than that the transfers must be made as requested if within the legal requirements and if funds are available to provide the transfers requested. Despite this enactment, however, county officials still refuse in many cases to make the transfers requested. The result is that large amounts of money are being expended annually in the payment of the required 6 per cent interest charge on registered school district warrants when in practically every case adequate moneys are available in other funds in the county treasury to make all of the temporary transfers requested.

In the tables which follow are presented data showing the cost of the registration of school district warrants during the past two years. The total cost to the school districts for registration of warrants during this biennium amounted to \$104,738.84. Of this amount the school districts of Alameda County were forced to bear by far the greatest individual burden imposed upon any county. The cost to Alameda County for the biennium for registration of school district warrants was \$62,900.95. Los Angeles County school districts paid the next largest amount, a total of \$17,415.11.

This interest charge of nearly \$105,000 represented the cost of registering warrants aggregating a total value of \$7,428,923.63 for the biennium. The high school districts suffered the greatest loss due to this enforced registration of district warrants. The cost to the high school districts for the biennium was \$61,577.16. Elementary school districts were required to pay \$40,392.64, while the junior college districts expended \$2,769.04 for this purpose.

¹ *Fawcett vs. Ball*, 80 Cal. App. 131.

It should be noted that although the 1931 Legislature amended School Code section 4.290 making it mandatory upon the county officials to make the temporary transfers in the order of receipt of requests for such transfers and without regard to whether the total funds available were sufficient to meet all possible requests, there was actually an increase in the total cost of registration of warrants following this legislation.

It is the intention of the State Department of Education to so modify the procedure in the apportionment of state school funds as to make available to high school districts larger amounts in the September apportionment. This will be done by apportioning the total state school funds in September and by arranging with the State Treasury to pay each school district at that time 65 per cent of the total apportionment made, the remaining 35 per cent to be paid to the school district during the following February. This should have the effect of reducing the total amount of warrants to be registered by high school districts. It will not, however, eliminate the necessity for such registration of warrants and the cost thus imposed upon the school districts by this unjust, and in most cases illegal, practice will continue until the practice is stopped by court order. Governing boards and administrators in the several school districts and counties wherein county officials refuse to obey the plain mandate of the law by making the temporary transfers requested, should institute suits to compel the transfers to be made. It hardly seems possible that the courts would refuse to order the transfers made in view of the plain language of the Constitution and of School Code section 4.290.

Table No. 1

Total Amounts of School District Warrants Registered and Amount of Interest Charged, by Counties, 1930-1931

County	Elementary school districts		High school districts		All districts	
	Amounts of warrants registered	Interest charged	Amounts of warrants registered	Interest charged	Amounts of warrants registered	Interest charged
Alameda.....	\$975,788 25	\$14,899 32	\$1,213,098 60	\$17,157 40	\$2,188,886 85	\$32,056 72
Alpine.....						
Amador.....						
Butte.....						
Calaveras.....						
Colusa.....	3,790 14	12 26	17,268 30	87 20	21,058 44	99 46
Contra Costa.....	46,487 44	368 28	98,674 56	769 57	145,162 00	1,137 85
Del Norte.....	5,099 76	38 14			5,099 76	38 14
El Dorado.....						
Fresno.....	1,213 34		6,977 61		8,190 95	
Glenn.....	13,003 16	85 83	36,366 47	201 53	49,369 63	287 36
Humboldt.....						
Imperial.....	168,500 52	1,555 15	128,979 71	893 03	297,480 23	2,448 18
Inyo.....						
Kern.....	10,793 96	174 30			10,793 96	174 30
Kings.....						
Lake.....	2,779 84	10 83	6,068 18	39 77	9,748 02	50 60
Lassen.....						
Los Angeles.....	104,575 01	1,955 73	454,542 89	6,440 01	559,117 90	8,395 74
Madera.....						
Marin.....	24,589 59	597 34	121,763 17	2,035 60	146,352 76	2,632 94
Mariposa.....	2,238 11	39 83			2,238 11	39 83
Mendocino.....	1,048 00	6 49			1,048 00	6 49
Merced.....	11,363 70	174 99	11,003 60	161 85	22,367 30	336 84
Modoc.....	1,195 35	19 21	5,075 00	24 46	6,270 35	43 67
Mono.....						
Monterey.....						
Napa.....	4,418 72	17 42	19,059 74	416 02	23,478 46	433 44
Nevada.....	1,257 60	13 45	12,977 77	148 63	14,235 37	162 08
Orange.....						
Placer.....	5,657 33	23 76			5,657 33	23 76
Plumas.....						
Riverside.....						
Sacramento.....						
San Benito.....	7,379 95	50 76	36,959 74	335 43	44,339 69	386 19
San Bernardino.....						
San Diego.....						
San Francisco.....						
San Joaquin.....	2,267 98	54 87			2,267 98	54 87
San Luis Obispo.....						
San Mateo.....			85,073 44	184 05	85,073 44	184 05
Santa Barbara.....						
Santa Clara.....	21,133 75	448 19	13,551 25	265 37	34,685 00	713 56
Santa Cruz.....						
Shasta.....	4,705 86	19 88	8,648 74	50 84	13,354 60	70 72
Sierra.....			9,149 92	71 66	9,149 92	71 66
Siskiyou.....	16,103 35	146 35	58,766 12	423 07	74,869 47	569 42
Solano.....						
Sonoma.....						
Stanislaus.....			5,993 65	261 21	5,993 65	261 21
Sutter.....						
Tehama.....	1,995 49	13 54	11,481 51	58 92	13,477 00	72 46
Trinity.....						
Tulare.....						
Tuolumne.....	56 00	92	4,680 00	19 71	4,736 00	20 63
Ventura.....						
Yolo.....	35,625 48	199 15	59,947 73	517 10	95,573 21	716 25
Yuba.....						
Totals.....	\$1,473,067 68	\$20,925 99	\$2,427,007 70	\$30,562 43	\$3,900,075 38	\$51,488 42

¹Does not include interest accrued but not paid.

Table No. 2

Total Amounts of School District Warrants Registered and Amount of Interest Charged, by Counties, 1931-1932

County	Elementary school districts		High school districts	
	Amounts of warrants registered	Interest charged	Amounts of warrants registered	Interest charged
Alameda.....	\$802,962 73	\$14,116 02	\$1,040,765 47	\$16,728 21
Alpine.....				
Amador.....				
Butte.....	21,160 69	206 17	25,680 98	113 08
Calaveras.....				
Colusa.....				
Contra Costa.....	16,538 32	131 85	73,633 42	581 19
Del Norte.....	4,085 13	41 31		
El Dorado.....				
Fresno.....	362 73			
Glenn.....	8,994 14	158 84	47,224 15	317 68
Humboldt.....				
Imperial.....	163,436 42	1,445 66	157,864 14	1,100 98
Inyo.....				
Kern.....	4,697 00	108 82		
Kings.....				
Lake.....	7,395 51	58 27	3,353 53	20 70
Lassen.....				
Los Angeles.....	115,607 43	1,361 87	315,000 22	4,947 17
Madera.....	21,720 49	131 77		
Marin.....	46,404 38	733 96	196,017 93	5,394 55
Mariposa.....	597 14	8 61		
Mendocino.....				
Merced.....			2,168 00	34 92
Modoc.....	1,397 64	12 48	19,149 76	120 59
Mono.....				
Monterey.....				
Napa.....	1,860 34	11 48		
Nevada.....			19,156 93	247 83
Orange.....				
Placer.....	11,199 91	37 94		
Plumas.....				
Riverside.....				
Sacramento.....				
San Benito.....			14,069 78	113 01
San Bernardino.....				
San Diego.....				
San Francisco.....				
San Joaquin.....	1,067 98	40 55		
San Luis Obispo.....				
San Mateo.....				
Santa Barbara.....				
Santa Clara.....	12,881 52	225 15	13,808 89	161 08
Santa Cruz.....				
Shasta.....	5,042 46	33 92	4,227 79	15 45
Sierra.....			649 82	6 42
Siskiyou.....	21,919 21	189 43	39,872 20	322 61
Solano.....				
Sonoma.....				
Stanislaus.....	1,758 40	42 05	458 23	5 96
Sutter.....	6,014 90	34 47	17,874 91	87 67
Tehama.....	7,453 26	107 59	33,661 38	414 41
Trinity.....				
Tulare.....				
Tuolumne.....	65 87	1 20	933 00	10 31
Ventura.....				
Yolo.....	42,140 13	227 24	39,226 53	270 31
Yuba.....				
Totals.....	\$1,326,763 73	\$19,466 65	\$2,064,797 06	\$31,014 73

*Does not include interest accrued but not paid.

Table No. 2—Continued

Total Amounts of School District Warrants Registered and Amount of Interest Charged, by Counties, 1931-1932

County	Junior college districts		All districts	
	Amounts of warrants registered	Interest charged	Amounts of warrants registered	Interest charged
Alameda.....			\$1,843,728 20	\$30,844 23
Alpine.....				
Amador.....				
Butte.....			46,841 67	319 25
Calaveras.....				
Colusa.....				
Contra Costa.....			90,171 74	713 04
Del Norte.....			4,085 13	41 31
El Dorado.....				
Fresno.....			362 73	
Glenn.....			56,218 29	476 52
Humboldt.....				
Imperial.....			321,300 56	2,546 64
Inyo.....				
Kern.....			4,697 00	108 82
Kings.....				
Lake.....			10,749 04	78 97
Lassen.....				
Los Angeles.....	\$136,706 13	\$2,710 33	567,313 78	9,019 37
Madera.....			21,720 49	131 77
Marin.....	581 33	58 71	243,003 64	6,187 22
Mariposa.....			597 14	8 61
Mendocino.....				
Merced.....			2,168 00	34 92
Modoc.....			20,547 40	133 07
Mono.....				
Monterey.....				
Napa.....			1,860 34	11 48
Nevada.....			19,156 93	247 83
Orange.....				
Placer.....			11,199 91	37 94
Plumas.....				
Riverside.....				
Sacramento.....				
San Benito.....			14,069 78	113 01
San Bernardino.....				
San Diego.....				
San Francisco.....				
San Joaquin.....			1,067 98	40 55
San Luis Obispo.....				
San Mateo.....				
Santa Barbara.....				
Santa Clara.....			26,690 41	386 83
Santa Cruz.....				
Shasta.....			9,270 25	49 37
Sierra.....			649 82	6 42
Siskiyou.....			61,791 41	512 04
Solano.....				
Sonoma.....				
Stanislaus.....			2,216 63	48 01
Sutter.....			23,889 81	122 14
Tehama.....			41,114 64	522 00
Trinity.....				
Tulare.....				
Tuolumne.....			998 87	11 51
Ventura.....				
Yolo.....			81,366 66	497 55
Yuba.....				
Totals.....	\$137,287 46	\$2,769 04	\$3,528,848 25	\$53,250 42

*Does not include interest accrued but not paid.

Table No. 3

Total Interest Charged School Districts for Registered Warrants for the Biennium 1930-1932, by Counties

County	Elementary school districts	High school districts	Junior college districts	All districts
Alameda.....	\$29,015 34	\$33,885 61		\$62,900 95
Alpine.....				
Amador.....				
Butte.....	206 17	113 08		319 25
Calaveras.....				
Colusa.....	12 26	87 20		99 46
Contra Costa.....	500 13	1,350 76		1,850 89
Del Norte.....	79 45			79 45
El Dorado.....				
Fresno.....				
Glenn.....	244 67	519 21		763 88
Humboldt.....				
Imperial.....	3,000 81	1,994 01		4,994 82
Inyo.....				
Kern.....	283 12			283 12
Kings.....				
Lake.....	69 10	60 47		129 57
Lassen.....				
Los Angeles.....	3,317 60	11,387 18	\$2,710 33	17,415 11
Madera.....	131 77			131 77
Marin.....	1,331 30	7,430 15	58 71	8,820 16
Mariposa.....	48 44			48 44
Mendocino.....	6 49			6 49
Merced.....	174 99	196 77		371 76
Mcdoe.....	31 69	145 05		176 74
Mono.....				
Monterey.....				
Napa.....	28 90	416 02		444 92
Nevada.....	13 45	396 46		409 91
Orange.....				
Placer.....	61 70			61 70
Plumas.....				
Riverside.....				
Sacramento.....				
San Benito.....	50 76	448 44		499 20
San Bernardino.....				
San Diego.....				
San Francisco.....				
San Joaquin.....	95 42			95 42
San Luis Obispo.....				
San Mateo.....		184 05		184 05
Santa Barbara.....				
Santa Clara.....	673 34	427 05		1,100 39
Santa Cruz.....				
Shasta.....	53 80	66 29		120 09
Sierra.....		78 08		78 08
Siskiyou.....	335 78	745 68		1,081 46
Solano.....				
Sonoma.....				
Stanislaus.....	42 05	267 17		309 22
Sutter.....	34 47	87 67		122 14
Tehama.....	121 13	473 33		594 46
Trinity.....				
Tulare.....				
Tuolumne.....	2 12	30 02		32 14
Ventura.....				
Yolo.....	426 39	787 41		1,213 80
Yuba.....				
Totals.....	\$40,392 64	\$61,577 16	\$2,769 04	\$104,738 84

Does not include interest accrued but not paid.

American Education Week

American Education Week, which will be observed throughout the schools of the nation November 7-13, 1932, offers an excellent opportunity for interpreting the schools to the people. The theme, The Schools and the Nation's Founders, about which center the activities of the week, suggests the fundamental character of education. It recalls the courage and faith as well as the vision of those early leaders in establishing educational opportunities which with the same courage and faith we must today struggle to maintain.

Government by the people depends upon the ability of the people to govern. The permanence of democracy depends upon the excellence of its schools. Good schools grow out of community purpose, aspiration, and understanding. Through the schools the community makes its own future. The children of today must be trained to be good citizens tomorrow. To prepare citizens of the new country for the duty of self government, the nation's founders established free schools. For more than a century statesmen have encouraged the extension of equal educational opportunity and have called upon the people to protect this inherent right whenever it has been threatened by selfish greed or financial difficulties. In the present emergency the friends of democracy will not weaken the support of the institution upon which popular government is built. They will preserve the schools in the same faith and for the same purpose for which they were established by the nation's founders.

Topics suggested for the day-by-day observance are:

Monday, November 7, The Homes of the Pioneers

Tuesday, November 8, The Schools of the Pioneers

Wednesday, November 9, Two Centuries of Progress in New
World Schools

Thursday, November 10, The Schools and Equality of Opportunity

Friday, November 11, The Schools and American Ideals

Saturday, November 12, The Schools and Progressive Living

Sunday, November 13, The Schools and the Things of the Spirit

The above topics need not be adhered to strictly in the programs of local communities. Each community should adopt its program to aid in the solution of pressing local problems. The following paragraphs should serve to indicate some of the more important features

of the education program which may be incorporated in the observance of American Education Week.

The principle of taxing wealth where it is to educate children where they are is rapidly gaining recognition in the various states of the union.

A fine activity for American Education Week would be for school officials and administrators to arrange a public meeting for the discussion of needed educational legislation in the district.

It is the privilege of teachers at all times to protect childhood. In emergencies such as the present it is a solemn obligation. The threatened crippling of America's future through diminished educational opportunity is the teacher's call to arms. Earnest sincere teachers will answer this call to maintain preparation for self government in the same spirit with which our early leaders answered the call to establish a free nation. They will keep permanent what the Minute Men of Concord and Lexington made possible.

The practice of false economy will require that the school curriculum be stripped to a point which will provide only the type of education needed for "horse-cart days." Training for sound health, worthy home membership, lifelong learning, good citizenship, vocational skill, useful employment of leisure, and ethical character must be greatly reduced or eliminated. The abandonment of these educational objectives, called forth by the demands of an increasingly complex social and economic system, would be a greater national calamity than abandoning the automobile and reverting to the days of the horse and buggy.

The schools are a great stabilizing force in our nation. They furnish employment as pupil or teacher to nearly one-fourth of our population. The loyalty to country with which the schools inspire childhood prompts those in economic distress to better their condition by lawful process rather than by theft or violence. Education preserves the best lessons of the past and helps each generation fashion them to the needs of the future. The schools are the instrument of orderly change. The importance of this service is greatly magnified in periods of revaluation and readjustment such as the present. Through the influence of the teacher, the schools foster high ideals and sound habits. The character of the student is enriched by the study of the lives of noble men and women.

The whole program of education should be centered in the welfare of childhood and based on the fundamental democratic ideal of the right of every individual to a fair start in life. The opportunity for life enrichment which the wisest and most fortunate parents desire for their children is made available to the children of all the people through free and universal education. False economy in education

robs childhood. The schools more than any other social force are responsible for the absence of a caste system in America. Every child regardless of race or wealth or social position may prepare himself to earn a living in any occupation in which he has interest and ability. Equality of opportunity is not a completely realized ideal in the United States because some states have less wealth than others with which to support schools.

The schools now face a serious situation. Taxing systems have broken down. School classes are being made too large for effective teaching. Health services have been curtailed, kindergartens dropped, night schools eliminated, and many vocational and fine arts courses have been removed or seriously handicapped.

Two presidential candidates have recognized the importance of education in our national life in recent statements. Herbert Hoover says:

The very first obligation upon the national resources is the undiminished financial support of the public schools. We can not afford to lose any ground in education. That is neither economy nor good government.

Franklin Roosevelt says:

We have faith in education as the foundation of democratic government. * * * Our schools need the appreciation and cooperation of all those who depend upon them for the education of our youth—the state's most valuable asset. Our schools are today enabling America to achieve great results, and they can help her to even greater accomplishments.

It is hoped that every school administrator will make an intensive effort to have every parent understand his child's school. Classes could be conducted each night of American Education Week in which parents may study systematically the activities and achievements of their school.

Many valuable aids with detailed suggestions for the observance of this important week may be secured from the offices of the National Education Association, 1201 Sixteenth street, Washington, D. C.

Departmental Communications

Division of Research and Statistics

WALTER E. MORGAN, Chief

TRANSCRIPT OF HIGH SCHOOL RECORD

High school principals are advised that copies of the transcript of high school record (Form No. J-46) should be secured through the county or city superintendent of schools having jurisdiction over the high school. These forms are being distributed solely through the offices of the superintendents and not directly to the individual high school principals.

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

Attention is directed to the following numbers of the *Department of Education Bulletin*:

No. 17, September 1. *Handbook on Continuation Education*

This handbook was prepared for use as a guide for teachers and administrators in the field of continuation education. It contains statements concerning the purposes and objectives of continuation education, the place of continuation education in the public school system, and specific suggestions which should aid in the solution of problems of establishment and administration of continuation education, registration and attendance, methods of instruction, coordination, placement, social adjustment, extra-curriculum activities, and finance.

Five appendices are included; namely, A. Continuation Education Act; B. Rules and Regulations for Continuation Education of the State Board of Education; C. Blanks and Forms; D. Credential in Continuation Education; and E. Selected Bibliography.

No. 18, September 15. *The United States Postal Service*

This bulletin was designed as a reference and guide for teachers in the upper elementary, junior high school, and high school grades, and in adult education, in connection with the work of social studies classes studying the United States Postal Service. The bulletin contains a brief history of the postal system, a statement of the organization of the system, and a description of the many phases of the postal service. Although the treatment is not

exhaustive, it is comprehensive in character and should lead to an appreciation and understanding on the part of the individual of this important government service.

No. 19, October 1. *Evaluation of Arithmetic Textbooks*

This bulletin describes the procedures of the State Curriculum Commission in connection with the recent arithmetic textbook adoption. Sections of the bulletin are devoted to the criteria developed for judging the books, the objective studies conducted by or under the direction of the Division of Textbooks and Publications of the State Department of Education, and the evaluation of the books by the State Curriculum Commission.

Division of Teacher Training and Certification

EVELYN CLEMENT, Chief

LIFE DIPLOMAS

In order to clarify the statement made on page 285 of the September 1932, issue of *California Schools* relative to the eligibility of applicants for life diplomas, the following statement is made:

As heretofore, applicants for life diplomas must comply with all the requirements of School Code sections 5.260-5.264, including the submission of the recommendation of a county board of education as set forth in School Code section 5.263. The State Board of Education will, however, in accordance with the responsibilities imposed upon it by law, ascertain whether the qualifications required of an applicant, in addition to the recommendation of a county board of education, have been met.

Interpretations of School Law

ALFRED E. LENTZ, Administrative Adviser

Attorney General's Opinions

Attempted Evasion of Tenure Law

When the governing board of a school district dismissed a probationary teacher on May 22, 1930, for the express purpose of preventing the teacher from becoming permanent and then reemployed the teacher on October 15, 1930, for the remainder of the school year 1930-1931 and again reemployed her for the school year 1931-1932, classifying her each time as a substitute teacher, although the teacher taught as a regular teacher and not as a substitute teacher, the teacher became permanent when employed to serve as a teacher for the school year 1930-1931. (A. G. O. 8203, August 13, 1932.)

County High School Fund Apportionments for Junior High Schools

Under School Code section 4.871, there must be apportioned to each high school district from the state high school fund five hundred and fifty dollars for each ninth and tenth grade maintained in a junior high school in such district, and under School Code section 4.873, there must be apportioned to each high school district from the state high school fund the amounts therein mentioned on account of special day and evening classes maintained by a junior high school in such district. (A. G. O. 8214, August 25, 1932.)

Dental Work for Pupils

A dentist employed by the governing board of a school district as a physical inspector under School Code sections 1.100-1.123, may properly perform professional operative work upon a pupil of the district with the consent of the parent or guardian of the pupil, and the cost of such work is a proper charge against the district. (A. G. O. 8198, August 10, 1932.)

Duties of County Attendance Officers

When a county supervisor of attendance causes a warrant to be issued for the arrest of a person for illegally keeping his children out of school and is sued by such person for malicious prosecution and the attendance officer is forced to employ an attorney to defend him, the district attorney of the county refusing to do so, the county board of

education may not pay the fee of the attorney from the unapportioned school fund of the county for the reason that it was not the duty of the attendance officer to cause a warrant to be issued for violation of the school attendance laws. (A. G. O. 8241, September 3, 1932.)

Duty of County Auditors to Levy Taxes

School Code sections 4.173, 4.243, and 4.272, providing that in the event of the failure of a county board of supervisors to levy the required taxes for elementary school purposes, high school purposes, and junior college purposes, respectively, the county auditor must make the required levy, are not unconstitutional. (A. G. O. 8222, August 23, 1932.)

Duty of District Board to Follow Advice of District Attorney

The fact that the members of the governing board of a school district do not follow the advice of the district attorney acting as legal adviser of the board, is not a controlling factor in determining the liability of the board for the commission of an unlawful act. (A. G. O. 8210, August 18, 1932.)

Expense of Examining Prospective Witnesses by District Boards

Expenses incurred by the governing board of a school district in examining prospective witnesses or serving subpoenas in connection with a hearing on charges against teachers or in defending a suit brought by a principal for reinstatement, are not lawful charges against the funds of the district. (A. G. O. 8227, August 23, 1932.)

Expenses of Commencement Speakers

The governing board of a high school district may lawfully pay the actual traveling expenses of persons invited to make addresses at the high school commencement exercises under School Code section 4.360. (A. G. O. 8247, September 10, 1932.)

Expenses of Principals on Official Business

The actual and necessary traveling expenses of a high school principal, incurred in attending conferences or other business connected with the high school, are a lawful charge against the funds of the high school district, provided such expenses are incurred in the legitimate and proper exercise of authority vested in the principal. (A. G. O. 8247, September 10, 1932.)

Levy of County Junior College Tuition Tax

When the board of supervisors of a county refuses to levy the county junior college tax required to be levied by School Code

sections 4.260 *et seq.*, it may be compelled to do so under the authority of *Pasadena Junior College District vs. Board of Supervisors of the County of Los Angeles* (84 Cal. Dec. 76). (A. G. O. 8204, August 15, 1932.)

Loan of County Funds to School Districts

Under Section 31 of Article IV of the Constitution of California and Political Code section 4041.2, it is lawful for the board of supervisors of a county to transfer to a school district from county funds not to exceed 85 per cent of the amount of the district taxes delinquent for the purpose of paying warrants drawn on the funds of the district, which warrants when issued were legal and within the amount of revenue provided for that year. (A. G. O. 8208, August 16, 1932.)

Retirement of State Teachers College Employees

Persons employed at state teachers colleges and paid from funds derived from activities, such as a student body activity, and not from an activity of the college itself, do not come within the State Employees Retirement Salary Law (Chapter 700, Statutes 1931). (A. G. O. 8184, August 6, 1932.)

Salary of District Superintendents

When the governing board of a school district employs a district superintendent of schools for a period of four years as permitted by School Code section 2.92, the school district is liable for his salary, section 18 of Article XI of the Constitution not prohibiting such contracts. (A. G. O. 8235, September 7, 1932.)

Teachers Accepting Loans of Materials from Publishers

It is in violation of School Code section 6.230 for a teacher in any public school to agree to accept the gift or loan of a course from the publisher thereof, with the understanding that he is to report his opinion of the course to some one who, from the nature of the agreement, would presumably be the principal of the school or the head of a department thereof. (A. G. O. 8209, August 19, 1932.)

Teacher Tenure

The school system of the City of Santa Ana consists of an elementary district, high school district, and junior college district, each being governed by a separate board although the personnel of the boards is the same. Under such circumstances a teacher who acquires tenure in one of such districts does not, by reason of that fact, acquire tenure in either or both of the other districts. (A. G. O. 8210, August 18, 1932.)

Announcements

GOOD WILL MESSAGES

In these days when the citizens of the world are bending their efforts toward understanding and toleration between nations in an effort to preserve the structure of our present civilization, movements furthering the cause of peace should be encouraged. The effort of the Committee on World Friendship Among Children in attempting to create a bond between the school children of the nations of the world, is a gesture in the same general direction as the efforts of the League of Nations, the World Court, and the Student Forum.

The Committee on World Friendship Among Children now invites American children to prepare messages of good will to the children of all countries, two of which will be selected, one from the elementary schools and one from the junior high schools, for transmission to educational leaders in other lands for publication and broadcasting. The messages selected will also be broadcast on World Goodwill Day, May 18, 1933, and published in the United States. All the messages submitted will be bound in volumes and sent to the League of Nations at Geneva for its library or exhibit.

It is requested that the school superintendent or the person responsible for the administration of a school will select, either personally or through a committee appointed for that purpose, and forward to the Superintendent of Public Instruction the message which is to represent the elementary school and also the junior high school which is under his jurisdiction. Messages should be received before January 1, 1933.

For fuller information concerning the messages of good will, address The Committee on World Friendship Among Children, 287 Fourth avenue, New York, N. Y.

For Your Information

THEODORE ROOSEVELT

October 27, 1932, will mark the seventy-fourth anniversary of the birth of Theodore Roosevelt. A feature of his career which is of particular interest today and which might constitute the motif for a commemoration of the anniversary of his birth is the fact that he was the recipient of the Nobel Prize for the Promotion of International Peace for his efforts in terminating the Russian-Japanese War.

The Woman's Roosevelt Memorial Association, Roosevelt House, 28 East Twentieth street, New York, N. Y., will be glad to furnish upon request copies of a suggested program to be used in commemorating the anniversary of Roosevelt's birth.

GEORGE WASHINGTON BICENTENNIAL COMMISSION

The United States Commission for the Celebration of the Two Hundredth Anniversary of the Birth of George Washington calls attention to the importance of preserving accurate accounts of the participation of the schools in the Bicentennial Celebration. Associate Director of the Commission, Mr. Sol Bloom, states that 33 programs have been received from California. This is probably but a small percentage of the total number of programs which have been presented in the schools of this state featuring the bicentennial theme. The committee has been making history this year which will be recorded in the Memorial Volumes of the government for the information of future generations of Americans. School administrators are urged to cooperate with the bicentennial committee by forwarding copies of programs which have as their motif our first President, George Washington.

The address of the committee is Washington Building, Washington, D. C.

CALIFORNIA HISTORY

The Pathbreakers from River to Ocean, by Grace Raymond Hebard, published by The Arthur H. Clark Company, appears to be well adapted for use in courses of history in the Southwest in high school. It may also be used as supplemental material for all courses in California history.

NATIONAL PICTURE WEEK

The National Picture Week Club is engaged in promoting art in America by directing attention to National Picture Week, October 16-22, 1932. The club has prepared an outline of activities as well as a folder of interesting suggestions for programs and exhibits which will be mailed free of charge upon request to the National Picture Week Club, 1336 n. w., First street, Oklahoma City, Oklahoma.

EDUCATIONAL BROADCASTS

Experiment in Use of Radio Broadcasts for Classroom Purposes

The superintendents of schools in San Francisco, Berkeley, Oakland, and Alameda are cooperating with Mr. Arthur Garbett, Educational Director of the National Broadcasting Company for the Pacific Coast, in developing a series of educational programs for the schools in the bay region. The purpose of these broadcasts will be to present over the radio programs which will be suitable for classroom use.

Each lesson will be presented by an expert and will be preceded by preliminary instructions to teachers for the use of the broadcast. The lessons will be arranged for specific grades and used only by those grades. The first part of this experiment will be conducted by Berkeley and San Francisco, each presenting two 15-minute lessons, each week for four successive weeks, one lesson for the low fifth grade and one for the low sixth grade. These lessons will be broadcast at 9.15 a.m. on Tuesdays and Fridays, over station KYA.

Oakland and Alameda will broadcast two programs each week for another four successive weeks. These programs will be for other elementary, junior high school and senior high school classes.

There is to be a follow-up of each lesson through submission of results from one or more classrooms showing how the pupils and teachers were able to receive instruction and carry out directions given.

Schools in the bay region may tune in on these broadcasts and also may obtain further information regarding them by writing to Mr. Arthur Garbett, Educational Director, National Broadcasting Company, 111 Sutter street, San Francisco.

If these broadcasts are successful a plan will be developed to extend them to other parts of the state.

Music

Walter Damrosch, celebrated American conductor and director of a music class of 6,000,000 school children, will be heard for his fifth season over combined National Broadcasting Company networks on Friday, October 14, 1932, from 8 to 9 a.m., Pacific Standard Time and on following Fridays throughout the school year ending on Friday, April 28, 1933.

Civic Education by Radio

Continuing the series of broadcasts entitled "You and Your Government" the National Advisory Council's Committee on Civic Education announces the following program for November and December:

November 1—Why Vote?

Professor Charles E. Merriam, University of Chicago

- November 15—Retrenching in State and Local Expenditures: A General View
Honorable Murray Seasongood, President, National Municipal League
Professor A. R. Hatton, Northwestern University. A summary of the report of the Committee on Constructive Economy of the National Municipal League
- November 22—Redrawing the Boundaries of Local Government
Professor Thomas H. Reed, University of Michigan
Howard P. Jones, National Municipal League
Professor George C. Counts, Columbia University.
- November 29—Redistributing Functions of State and Local Government
Professor Paul W. Wager, University of North Carolina
Honorable O. Max Gardner, Governor of North Carolina
Honorable Harry F. Byrd, former Governor of Virginia
- December 6—Reorganizing County Government
Professor Arthur W. Bromage, University of Michigan
Professor Leonard D. White, University of Chicago
Dr. Lent D. Upson, Detroit Bureau of Governmental Research
- December 13—Reforming Financial Methods
Dr. Luther Gulick, Institute of Public Administration
Professor Harley L. Lutz, Princeton University
Dr. Russell Forbes, National Municipal League
- December 20—Reducing and Limiting Local Indebtedness
Carl H. Chatters, Municipal Finance Officers' Association
C. E. Rightor, Detroit Bureau of Governmental Research
Henry Hart, President, Michigan Municipal Advisory Council
- December 27—Revising Our State and Local Tax System
Dr. W. F. Willoughby, Brookings Institute
Professor William Anderson, University of Minnesota
Dean Isidor Loeb, Washington University

These broadcasts will be given over the National Broadcasting Company network from Pacific coast stations KPO, KECA, KFSD, KJR, KGA, KTAR, KEX, KYDL, KGIR, KGHL at 5 p.m. Pacific Standard Time.

The above program is a continuation of the program given in the September number of *California Schools*.

As these programs come after school hours it is suggested that civics teachers use them as assignments. Oral and written reports may be required on the broadcasts.

Radio Broadcasts on "Labor and the Nation"

A series of non-partisan broadcasts given under the auspices of the National Advisory Council on Radio in Education, with the cooperation of the American Federation of Labor and the Workers Education Bureau of America is being presented over a nation-wide network of the Columbia Broadcasting System, Sundays from 9.00 to 9.30 a.m. Pacific Standard Time. These broadcasts will be released through Pacific coast stations KHJ, KFBK, KGB, KOL, KFPY, KOH, KOIN, KFRC.

The following program should prove of interest:

- October 2—Labor and the News
Chester Wright, Editor, International Labor News Service
- October 9—Collective Bargaining
Charles P. Howard, President, International Typographical Union
- October 16—Labor and Judicial Reform
James Wilson, President, Pattern Makers League of North America
- October 23—Labor and Immigration
Thomas Flaherty, Secretary, National Federation of Post Office Clerks
- October 30—Labor and the Negro
Philip Randolph, President, Brotherhood of Sleeping Car Porters
- November 6—Labor Legislation
Paul Scharrenberg, Secretary, California State Federation of Labor

Programs for this series and other printed material prepared to accompany these lectures may be obtained from the University of Chicago Press, 5750 Ellis avenue, Chicago, Illinois.

Standard School Broadcast

The Standard School Broadcast for 1932-1933 began on September 8. This radio course in music appreciation will be given through KFSD, KFI, KGO, KGW, KOMO, and KHQ every Thursday morning. Elementary Lesson: 11.00-11.20 a.m.; Advanced Lesson: 11.25-11.45 a.m.

Printed lessons for this series of broadcasts may be obtained, without charge, by applying to the Standard School Broadcast, 225 Bush street, San Francisco.

Professional Literature

REVIEWS

WILLIAM G. CAMPBELL and RALPH K. REED. *Coaching High School Athletics.*

Los Angeles: C. C. Crawford, 1932. 207 pp.

Through publication of their new book *Coaching High School Athletics*, Wm. G. Campbell, Assistant Professor of Education, University of Southern California, and Ralph King Reed, Head of the Department of Physical Education, Newport Harbor High School, Newport Beach, California, have made a distinct contribution to the advancement of physical education. Howard Jones, football coach at the University of Southern California, indicates in the introduction the value of the book when he writes: "The exceedingly concrete and practical treatment of coaching problems presented in this volume will unquestionably go far toward improving the condition of high school and college athletics, and at the same time render a practical service to large numbers of coaches and prospective coaches. The solutions presented in this book will in many cases eliminate a 'trial and error' attack upon common difficulties. The problems of the coaching profession which are met off the playing field must be faced and solved by those who want to reach the top. May the coaches of the present and the future begin to work for a revival of the chivalrous days when honor among sportsmen, and not mere victory, was of paramount importance."

Many books dealing with specific phases of physical education have been published recently. There has been a rush into print to take care of the physical education teachers' need for information concerning how to play games and how to teach games, but few authors have dwelt on the more subtle and difficult problems in value, interest, promotion, and organization of high school athletics.

The authors have succeeded in making their book of practical value to athletes, coaches, school administrators, and the general public through an unusual method of gathering the material. A careful review of literature on coaching and a generalization of problems as presented by a number of high school coaches served to locate the problems of major importance. Each one of a number of coaches was asked to indicate his experience in dealing successfully with each of the situations mentioned. The statements of the coaches when received were grouped under appropriate problems and were utilized in forming the statements in the book.

The Place and Value of Athletics in Education, Coaching as a Profession, Arousing and Maintaining Interest in Athletics, How to Organize the Department, How to Finance the Athletic Department, How to Develop Good Sportsmanship, How to Develop Team Spirit, How to Lessen the Problem of Ineligibility, How to Gain Harmony and Cooperation Within the System, How to Give the School a Good Name in Athletics, How to Improve the Condition of Interscholastic Athletics, The General Technique of Teaching Games, The Technique of Teaching Recreational Games, and The Technique of Coaching Competitive Sports, are the fourteen chapter headings for the book. At the end of each chapter is a true-false test on the content, and also a list of selected references.

Chapter III, "Arousing and Maintaining Interest in Athletics," is especially interesting. It is written from three points of view, namely, arousing and maintaining interest: (1) among the participants, (2) among the student body, and (3) among the public and general community. A few of the statements made are: "Make sports a definite factor in the required physical education program"; "Organize and maintain an intensive intramural athletic program"; "Give athletics wide publicity"; "Stress the health and social values of athletics"; "Use substitutes profusely"; "Get the parents of the boys interested in athletics"; "Teach the

students to be intelligent spectators"; and, "Stage unique programs during intermissions at games."

The book supplies material which should be used extensively in an effort to elevate the general tone of athletics to a much higher plane than it now occupies.

N. P. NEILSON

DELLA GOOD FANCLER and CLAUDE C. CRAWFORD. *Teaching the Social Studies*.

Los Angeles: C. C. Crawford, 1932. 376 pp.

Subject matter content and teaching methods in the social studies have undergone many changes in recent years. Emphasis has shifted from mastery of subject matter to the development of desirable social attitudes and ideals and an appreciation and understanding of modern civilization. The logical arrangement of the content is now considered of less importance than adapting the material in accordance with the experiences and interests of the learner. There has of late been a strong trend toward correlating the content of the several social studies instead of teaching them as isolated branches.

Teaching the Social Studies is a very complete treatment of modern practice in the field. The book contains nine chapters: Historical Development and Recent Trends, Aims and Objectives, Course Content and Curriculum Organization, Instructional Techniques, The Social Studies Laboratory, Correlation with Other Subjects, Related Extra-Curricular Activities, Measuring the Results, The Teacher.

For the most part the book consists of a compilation of quotations, excerpts, lists of points and summaries from other books, magazine articles, yearbooks, and courses of study. A total of 386 quotations and references are included. This material has been selected as representative of current practice rather than as the best material in the field. While the material is well organized about the topics chosen, little attempt has been made to evaluate the many references brought together.

At the end of each chapter is a true-false test on the content of the chapter and a list of selected references.

Although the book will undoubtedly prove of worth as a textbook for classes studying teaching methods in the social studies, its chief value is probably as a reference book for experienced teachers.

IVAN R. WATERMAN

ERMINE STONE. *The Junior College Library*. American Library Association, Chicago: The Lakeside Press, 1932. Pp. xi + 98.

The remark is frequently made that the library is the heart of any educational institution. Whether or not it is the heart, its importance is generally conceded.

Because the junior college is growing to a place of major importance in American education, the providing of an adequate library for this institution becomes a vital responsibility of the administrator.

A book designed to aid in discharging that responsibility is *The Junior College Library*. It is the work of Ermine Stone, librarian of the Sarah Lawrence College, Bronxville, New York.

This book should be of practical value to every junior college administrator as well as to secondary school librarians. The interpretation by an experienced librarian, such as the author of this book, of junior college library problems is particularly valuable to the administrator.

Miss Stone includes in her interpretation problems dealing with the following: functions, organization, control, finances, and cooperation with the faculty. Appendix II gives sample budgets. The book deals, also, with the location and size of buildings; the status of the librarian; the staff, its duties, working conditions, and student assistants; the book collection, size, book lists, book selection, and acquisition; the periodical collection; classification; cataloging; reading-room service; publicity for the library, etc.

The volume includes, also, an appropriate introduction by Walter Crosby Eells of Stanford University.

NICHOLAS RICCIARDI

CURRENT PUBLICATIONS RECEIVED

- HAYNES, BENJAMIN RUDOLPH, and GRAHAM, JESSIE. *Research in business education*. Los Angeles: C. C. Crawford, 1932.
- HEWITT, MILDRED. *The church school comes to life*. New York: The Macmillan Co., 1932.
- KENNEDY-FRASER, DAVID. *Education of the backward child*. New York: D. Appleton & Co., 1932.
- KOOS, LEONARD VINCENT, and KEFAUVER, GRAYSON N. *Guidance in secondary schools*. New York: The Macmillan Co., 1932.
- KULP, DANIEL HARRISON, II. *Educational sociology*. New York: Longmans, Green and Co., 1932.
- LYMAN, ROLLO LA VERNE. *The enrichment of the English curriculum*. Chicago: University of Chicago, 1932. (Supplementary educational monographs.)
- MCCLOY, CHARLES HAROLD. *The measurement of athletic power: some achievement standards in track and field athletic events for boys from ten to twenty years of age*. New York: A. S. Barnes & Co., 1932.
- MONROE, WALTER SCOTT, and STREITZ, RUTH. *Directing learning in the elementary school*. Garden City, New York: Doubleday, Doran & Co., 1932. (Teacher training series.)
- SWIFT, FLETCHER HARPER, and STUDEBAKER, JOHN W. *What is this opportunity school? A study of the Denver tax-supported institution of that name*. New York: American Association for Adult Education, 1932.
- THOM, DOUGLAS ARMOUR. *Normal youth and its everyday problems*. New York: D. Appleton & Co., 1932.
- TRABUE, M. R., and STEVENS, B. A. *Spelling as a school subject*. Evanston, Illinois: Row, Peterson and Company, 1931.
- WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. *The administration of the school health program*. New York: The Century Co., 1932. (Section III. Education and training.)
- WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. *Home and school cooperation*. New York: The Century Co., 1932. (Section III. Education and training. Committee on the school child.)
- WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. *Safety education in schools*. New York: The Century Co., 1932. (Section III. Education and training. Committee on the school child.)
- WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROJECTION. *Social hygiene in schools*. New York: The Century Co., 1932. (Section III. Education and training. Committee on the school child.)

En

Vo

CALIFORNIA SCHOOLS

Official Publication issued monthly by the
STATE DEPARTMENT OF EDUCATION

Entered as second-class matter May 8, 1930, at the Post Office at Sacramento,
California, under the act of August 24, 1912.

VOLUME III

OCTOBER, 1932

NUMBER 10

SUPPLEMENT

Directory of California Superintendents of Schools, October, 1932

CONTENTS

- I County Superintendents
- II City Superintendents
- III District Superintendents



C
I
L
P
P
R
Y
Y
M
M
M
N
O
P
P
R
S
S
S
S
S
S
S
S
S
S
S
Sh
Si
Si
So
So
St
Su
Te
Tr
Tu
Tu
Ve
Yo
Yu

I. COUNTY SUPERINTENDENTS OF SCHOOLS

County	Name of county superintendent	Address
Alameda	David E. Martin	Oakland
Alpine	Mrs. E. M. Bruns	Gardnerville, Nevada
Amador	Wallace A. Wilson	Jackson
Butte	Jay E. Partridge	Oroville
Calaveras	Charles Schwoerer	San Andreas
Colusa	Miss Perle Sanderson	Colusa
Contra Costa	Wm. H. Hanlon	Martinez
Del Norte	Harold Jenkin	Crescent City
El Dorado	E. J. Fitzgerald	Placerville
Fresno	Clarence W. Edwards	Fresno
Glenn	Edgar P. Mapes	Willows
Humboldt	Mrs. Bertha R. Murray	Eureka
Imperial	C. B. Collins	El Centro
Inyo	Mrs. Ada W. Robinson	Bishop
Kern	Herbert L. Healy	Bakersfield
Kings	Mrs. Elsie I. Bozeman	Hanford
Lake	Miss Minerva Ferguson	Lakeport
Lassen	Mrs. Jessie B. Madison	Susanville
Los Angeles	A. R. Clifton	Los Angeles
Madera	W. L. Williams	Madera
Marin	Jas. B. Davidson	San Rafael
Mariposa	Mrs. Lottie J. Wegener	Mariposa
Mendocino	Fred D. Patton	Ukiah
Merced	C. S. Weaver	Merced
Modoc	Chas. J. Toreson	Alturas
Mono	Mrs. Nora A. Archer	Mono Lake
Monterey	Jas. G. Force	Salinas
Napa	Miss Eva Holmes	Napa
Nevada	Mrs. Ella M. Austin	Nevada City
Orange	Ray Adkinson	Santa Ana
Placer	Mrs. Portia F. Moss	Auburn
Plumas	Miss Leolla B. Riffe	Quincy
Riverside	Ezra E. Smith	Riverside
Sacramento	R. E. Golway	Sacramento
San Benito	Miss Blanche L. Davis	Hollister
San Bernardino	Miss Ida M. Collins	San Bernardino
San Diego	Miss Ada York	San Diego
San Francisco	J. M. Gwinn	San Francisco
San Joaquin	John R. Williams	Stockton
San Luis Obispo	Robert L. Bird	San Luis Obispo
San Mateo	Miss Pansy Jewett Abbott	Redwood City
Santa Barbara	Mrs. Muriel Edwards	Santa Barbara
Santa Clara	J. E. Hancock	San Jose
Santa Cruz	Miss Edna Young	Santa Cruz
Shasta	Miss Bertha A. Merrill	Redding
Sierra	Miss Belle Alexander	Downieville
Siskiyou	L. S. Newton	Yreka
Solano	Dan H. White	Fairfield
Sonoma	O. F. Staton	Santa Rosa
Stanislaus	A. G. Elmore	Modesto
Sutter	George F. Algeo	Yuba City
Tehama	Mrs. Alta S. Ohrt	Red Bluff
Trinity	Mrs. Clara E. Kreiss	Weaverville
Tulare	J. E. Buckman	Visalia
Tuolumne	G. P. Morgan	Sonora
Ventura	Mrs. Blanche Reynolds	Ventura
Yolo	Mrs. Rowena M. Norton	Woodland
Yuba	Mrs. Agnes W. Meade	Marysville

II. CITY SUPERINTENDENTS OF SCHOOLS

City	County	Name of city superintendent	Superintendent in charge of		
			Elementary school district	High school district	Junior college district
Alameda	Alameda	Wm. G. Paden	x	x	
Albany	Alameda	John Franklin West	x	¹ x	
Alhambra	Los Angeles	Forrest V. Routt	x	x	
Bakersfield	Kern	Lawrence E. Chenoweth	x		
Berkeley	Alameda	Lewis W. Smith	x	x	
Burbank	Los Angeles	Curtis E. Warren	x	x	
Chico	Butte	Charles H. Camper	x	x	
Compton	Los Angeles	J. William Gastrich	x		
Conley (Taft)	Kern	James A. Joyce	² x		
Eureka	Humboldt	George B. Albee	x	x	
Fresno	Fresno	O. S. Hubbard	x	³ x	
Glendale	Los Angeles	Richardson D. White	x	x	x
Grass Valley	Nevada	James S. Hennessy	x	x	
Inglewood	Los Angeles	Robert E. Cralle	x		
Long Beach	Los Angeles	H. S. Upjohn	x	x	x
Los Angeles	Los Angeles	Frank A. Bouelle	x	x	x
Marysville	Yuba	Walter Kynoch	x	x	
Modesto	Stanislaus	J. H. Bradley	x	x	x
Nevada City	Nevada	No superintendent			
Oakland	Alameda	Willard E. Givens	x	x	
Oroville	Butte	C. A. Fylling	x		
Palo Alto	Santa Clara	A. C. Barker	x	x	
Pasadena	Los Angeles	John A. Sesson	x	x	x
Petaluma	Sonoma	David M. Durst	x	x	
Piedmont	Alameda	Harry W. Jones	x	x	
Pomona	Los Angeles	Emmett Clark	x	³ x	
Richmond	Contra Costa	Walter T. Helms	x	⁴ x	
Riverside	Riverside	Ira C. Landis	x	x	x

Sacramento	Sacramento	Charles C. Hughes			
Salinas	Monterey	R. D. Case	x	x	x
San Bernardino	San Bernardino	Lewis E. Adams	x	x	
San Diego	San Diego	Walter R. Hepner	x	x	
San Francisco ¹	San Francisco ¹	J. M. Gwinn	x	x	
San Jose	Santa Clara	Walter L. Bachrodt	x	x	
San Luis Obispo	San Luis Obispo	Charles E. Teach	x	x	
San Rafael	Marin	Oliver R. Hartzell	x	x	
Santa Ana	Orange	Frank A. Henderson	x	x	
Santa Barbara	Santa Barbara	Paul E. Stewart	x	x	
Santa Clara	Santa Clara	No superintendent	x	x	
Santa Cruz	Santa Cruz	C. R. Holbrook	x	x	
Santa Monica	Los Angeles	Percy R. Davis	x	x	
Santa Rosa	Sonoma	Jerome O. Cross	x	x	
Stockton	San Joaquin	Ansel S. Williams	x	x	
Tulare	Tulare	W. B. Knokey	x	x	
Vallejo	Solano	Elmer L. Cave	x	x	
Ventura	Ventura	E. L. Van Dellen	x	x	
Visalia	Tulare	DeWitt Montgomery	x	x	

¹ Junior high school only, with grades 7, 8 and 9. Senior high school students attend Berkeley senior high school.

² Conley elementary school district is not a city district but has status of a city district under School Code section 2.990.

³ Junior college course maintained by high school district.

⁴ City superintendent of elementary school district, also employed as district superintendent of union high school district.

⁵ City and county.

⁶ City superintendent of elementary school district, also employed as district superintendent of union high school district and as high school principal.

[illegible]

Employed as city superintendent of elementary school district.

^a Junior college course maintained by high school district.

III. DISTRICT SUPERINTENDENTS OF SCHOOLS—Continued

County, district and post office address	Name of district superintendent	Superintendent					
		In charge of			Also principal of		
		Ele- mentary school district	High school district	Junior college district	Ele- mentary school	High school	Junior college
Kern County—Continued							
Paleta Elementary (Maricopa) and Mari- copa High	J. R. Cookman	x	x			x	
Standard Elementary (Oildale)	N. H. Farnham	x					
Wasco Union Elementary	K. F. Clemens	x					
Kings County—							
Corcoran Elementary	W. R. Engvall	x			x		
Hanford Elementary	C. E. Denham	x					
Lemoore Elementary	T. C. Allen	x			x		
Lassen County—							
Lassen Union High (Susanville)	Robert M. Fulton	x	x ²			x	x
Westwood Elementary and Westwood High	Geo. H. Geyer		x			x	
Los Angeles County—							
Antelope Valley Joint Union High (Lan- caster)	John R. Nichols		x ²				x
Arcadia Elementary	Homer F. Aker	x			x		
Artesia Elementary	Ralph F. Essert	x			x		
Azusa City Elementary (Azusa)	Chas. C. Carpenter	x					
Baldwin Park Elementary	John Hampton Watts	x					
Bellflower Elementary	D. S. Presnall	x					
Beverly Hills Elementary	E. J. Hummel	x					
Carmenita Elementary (Norwalk)	Robert M. McCarter	x					
Citrus Union High (Azusa)	F. S. Hayden		x ²		x	x	x

III. DISTRICT SUPERINTENDENTS OF SCHOOLS—Continued

County, district and post office address	Name of district superintendent	Superintendent				
		In charge of			Also principal of	
		Elementary school district	High school district	Junior college district	Elementary school	High school
Los Angeles County—Continued						
Ranchito Elementary (Pico)-----	Dale H. Evans-----	x				
Redondo Beach Elementary-----	Elliott B. Thomas-----	x				
Redondo Union High (Redondo Beach)-----	Aileen S. Hammond-----		x			x
Rosemead Elementary-----	Johnathan B. Potter-----	x			x	
San Dimas Elementary-----	Fred W. Ekstrand-----	x			x	
San Gabriel Elementary-----	Robert Bruce Walter-----	x				
San Marino Elementary-----	Elmer C. Neher-----	x				
South Pasadena Elementary and South Pasadena High-----	George C. Bush-----	x	x			
South Santa Anita Elementary (Temple City)-----	Margaret T. Pyle-----	x			x	
South Whittier Elementary (Whittier)-----	Wm. Henry Johnson-----	x			x	
West Whittier Elementary (Whittier)-----	Irene H. B. Whitcomb-----	x			x	
Whittier City Elementary (Whittier)-----	S. H. Thompson-----	x				
Whittier Union High (Whittier)-----	D. A. Stouffer-----		x			x
Willowbrook Elementary-----	Roy Creech-----	x			x	
Madera County—						
Madera Elementary and Madera Union High-----	M. C. Taylor-----	x				x

III. DISTRICT SUPERINTENDENTS OF SCHOOLS—Continued

County, district and post office address	Name of district superintendent	Superintendent				
		In charge of			Also principal of	
		Elementary school district	High school district	Junior college district	Elementary school	High school
Orange County—Continued						
La Habra Elementary	E. R. Berry	x				
Newport Beach Elementary	H. O. Ensign	x			x	
Ocean View Elementary (Huntington Beach)	R. A. Schostag	x			x	
Orange Elementary	George C. Sherwood	x				
Placentia Elementary	Glenn A. Riddlebarger	x				
Seal Beach	J. H. McGaugh	x			x	
Tustin Elementary	C. A. Weise	x			x	
Westminster Elementary	J. M. Monroe	x			x	
Placer County—						
Roseville Elementary	Warren T. Eich	x				
Riverside County—						
Beaumont Elementary and Beaumont High	Harold D. Young	x	x			x
Corona Elementary and Corona High	Glen D. Wight	x	x			x
Hemet Union Elementary and Hemet Union High	Paul G. Ward	x	x			x
Palo Verde Valley Union Elementary (Blythe) and Palo Verde Valley Union High (Blythe)	Geo. W. Scott	x	x			x
San Jacinto Elementary and San Jacinto High	Edw. O. Amundsen	x	x			x

Sacramento County— Fruitridge Elementary (Sutter Avenue, Sacramento).....	Ethel I. Baker.....	x																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
---	---------------------	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

³ Elementary school district superintendent principal of Upland high school in Chaffey Union High School District.

Gilroy Elementary and Gilroy Union High.....	E. E. Brownell.....	X				X
Los Gatos Elementary.....	R. J. Fisher.....	X				X
Los Gatos Union High.....	Prentiss Brown.....	X				X
Willow Glen Elementary (San Jose).....	Chas. R. Crooke.....	X				
Santa Cruz County—						
Watsonville Elementary and Watsonville Union High.....	T. S. MacQuiddy.....	X				X
Shasta County—						
Redding Elementary.....	Frank Forderhase.....	X				X
Siskiyou County—						
Dunsmuir Elementary.....	E. R. Deering.....	X				X
McCloud Union Elementary.....	Cyril H. Collett.....	X				X
Siskiyou Union High.....	A. G. Grant (Mt. Shasta).....	X		X		
Weed Union Elementary.....	George E. Towns.....	X				X
Yreka Elementary.....	George E. Luttrell.....	X				X
Solano County—						
Benicia Elementary.....	H. P. Short.....	X				X
Fairfield Elementary.....	Mark G. Woods.....	X				X
Rio Vista Joint Elementary.....	P. G. Jacobs.....	X				X
Vaca Valley Union Elementary (Vacaville).....	E. H. Padan.....	X				X
Sonoma County—						
Watmaugh Elementary (Sonoma) and Sonoma Valley Union High (Sonoma).....	L. H. Golton.....	X		X		
Stanislaus County—						
Oakdale Union Elementary.....	J. J. Berry.....	X				X
Turlock Elementary.....	Della B. Heisser.....	X				X
Sutter County—						
Sutter Union High.....	Leo A. Wadsworth.....	X		X		
Yuba City Elementary.....	C. D. Winship.....	X				X

III. DISTRICT SUPERINTENDENTS OF SCHOOLS—Continued

County, district and post office address	Name of district superintendent	Superintendent					
		In charge of			Also principal of		
		Ele-mentary school district	High school district	Junior college district	Ele-mentary school	High school	Junior college
Tehama County— Corning Union High..... Red Bluff Elementary..... Red Bluff Union High.....	W. J. Pierce..... John D. Sweeney..... Robert R. Hartzell.....	x	x			x	
Tulare County— Dinuba Elementary..... Lindsay Elementary and Lindsay High..... Porterville Elementary.....	W. N. Davis..... W. E. Faught..... C. E. Bigham.....	x x x	x			x	
Ventura County— Avenue Elementary (Ventura)..... Briggs Elementary (Santa Paula)..... Fillmore Union Elementary..... Oxnard Elementary..... Santa Paula Elementary..... Saticoy Elementary..... Ventura Union High.....	Ruth Lawry..... John W. McGinnis..... J. M. Horton..... R. B. Haydock..... George A. Bond..... Leighton R. Stewart..... E. L. Van Dellen.....	x x x x x x x ¹				x x x x x	x ²

Yolo County—
 Clarksburg Elementary and Clarksburg
 High.-----
 Davis Joint Union Elementary and Davis
 Joint Union High.-----
 Washington Elementary (Broderick)-----
 Woodland Elementary-----

L. T. Sims-----

Homer H. Cornick-----

Chas. E. Coupe-----

T. L. Whitehead-----

x

x

x

x

x

x

x

x

x

x

x

x

x

x

¹ Employed as city superintendent of elementary school district.
² Junior college course maintained by high school district.

o

CALIFORNIA STATE PRINTING OFFICE
 HARRY HAMMOND, STATE PRINTER
 SACRAMENTO, 1932

97790 10-32 3500